



National  
Qualifications  
2024

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## 2024 Art and Design

### National 5

## Question Paper Finalised Marking Instructions

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## General marking principles for National 5 Art and Design

*Always apply these general principles. Use them in conjunction with the detailed marking instructions, which identify the key features required in candidates' responses.*

- (a) Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.
- (b) If a candidate response does not seem to be covered by either the principles or detailed marking instructions, and you are uncertain how to assess it, you must seek guidance from your team leader.
- (c) It is possible that some candidates could have investigated artists and designers who are not known to the marker. In such cases, markers are expected to research the artists/designers before marking the response.
- (d) Markers should consider the extent to which the candidate's response demonstrates their knowledge and understanding of art and design practice.
- (e) Marks should not be awarded for mere descriptive comment. At this level, candidates are expected to justify their answers. To gain marks, candidates must develop points made.  
For example, *'The painting has bright colours'* would not gain a mark as it is simply descriptive, but  
*'The painting has bright colours and the use of warm vivid colours on the flowers makes them stand out as they contrast with the cool colours in the background'*, would gain a mark, as this answer shows an understanding of colour theory.
- (f) No marks should be awarded for simply repeating information from the legend. Where candidates develop and use this information to justify their opinion or qualify their answer, credit can be given.
- (g) To gain full marks, candidates must have responded to all aspects of the question. **8 marks** are available for responding to the prompts relating to expressive art or design issues.
  - if the candidate responds to only two of the three prompts effectively, then **1 mark** cannot be accessed and a **maximum of 7 marks** can be gained by the candidate for this aspect of the question.
  - if the candidate responds to only one of the three prompts effectively, the candidate can gain a **maximum of 6 marks** for this aspect of the question.
- (h) The questions also require candidates to give an opinion with justified reasons which are worth **2 marks**. Candidates must make two valid and substantiated points relating to the question to gain both marks.

## Overview

National 5 level candidates are required to demonstrate knowledge and understanding of key art and design issues, and knowledge and understanding of the work of at least two artists and two designers. The format of the questions reflects this emphasis. The paper is divided into Section 1: Expressive Art Studies and Section 2: Design Studies and each is equally demanding.

The questions are designed to test candidates' ability to respond critically to images of art and design works and to form and substantiate judgements about identified aspects of art practice and design issues.

The questions require candidates to demonstrate their understanding of art and design issues in an **extended response format**.

### Mandatory questions (Q1 and Q7)

In these questions, candidates are required to demonstrate knowledge and understanding of key art and design issues and knowledge and understanding of the work of two artists and two designers. Candidates are expected to provide substantiated reasons to support their personal opinions.

The questions are divided into two parts

#### Part (a)

This part of the question assesses the candidates' ability to comment on the art and design works with explicit reference to the use of visual art/design elements and to express justified opinions on the identified examples of the work.

One mark should be awarded for each relevant, justified point, which responds to the question prompts up to a **maximum of 10 marks**.

Candidates are expected to demonstrate their knowledge and understanding with reference to specific artworks/designs.

Candidates who discuss only one artwork or design can only gain a **maximum of 6 marks**. Where this occurs, marks should be awarded as follows

- a **maximum of 4 marks** are available for discussing artwork with reference to one artist's use of the specific elements
- a **maximum of 2 marks** are available for giving an opinion on a specific aspect of the artist's or designer's work with two justified reasons.

## Part (b)

This part of the question assesses the candidates' knowledge and understanding of the impact of social, cultural and other influences on the work and practice of a selected artist and designer from part (a).

One mark is awarded for each correct influence identified up to a **maximum of 2 marks**.

A **maximum of 3 marks** are available for describing how the influences can be seen in any of the selected artist's and designer's work.

Examples of social and cultural influences may include

- living conditions, including economic conditions
- influence of family and community
- influence of other artists/designers
- influence of art/design movements
- exposure to different cultures
- physical environment/geography
- new and emerging technology
- politics
- gender
- religion/belief
- national/world events
- developments in other fields for example science, literature
- personal circumstances
- health and wellbeing.

In Section 1, Expressive Art Studies, question 1 part (a), candidates will respond by commenting on two works of art with a common stimulus/theme. They will be asked about specific issues in relation to the works they have selected.

In question 1 part (b), candidates will select one artist from part (a) and explain the impact of social, cultural or other influences on their work and practice. It is acceptable for candidates to refer to the artwork discussed in part (a) or the artist's work in general.

In Expressive Art Studies questions, where the term 'artwork' is used it should be interpreted in its broadest sense, covering painting, printmaking, photography, sculpture, installation, animation, film and video.

Candidates may also refer to groups of artists rather than individuals (for example artists who work in pairs/groups such as the Boyle family), and this is acceptable.

In Section 2, Design Studies, question 7 part (a), candidates will respond by referring to two specific examples of designers' work. They will be asked about visual aspects and functional design issues in relation to the works they have selected.

In question 7 part (b), candidates will select one designer from part (a) and explain the impact of social, cultural or other influences on their work and practice. It is acceptable for candidates to refer to the design discussed in part (a) or to the designer's work in general.

In the Design Studies questions, the term 'design' should also be inclusive of any form of design. Occasionally candidates may refer to collections of designs (particularly in fashion/textiles answers), and this is acceptable.

Candidates may also refer to groups of designers rather than individuals (for example Alessi or Timorous Beasties), and this is acceptable.

### Optional questions (Q2–6 and Q8–12)

Candidates are asked to choose and respond to **one** other question from each section of the paper.

In each section, there is a **choice of five** different questions for personalisation and choice. These questions require candidates to give a personal response to one selected image from the choice of supplied questions and images in each section. They will demonstrate their understanding of specialist art and design vocabulary when commenting on key aspects of art and design practice and justifying their answers and opinions.

In Section 1, Expressive Art Studies, they will comment on an unseen image, demonstrating an understanding of important aspects of the artist's work.

In Section 2, Design Studies, they will comment on an unseen image, demonstrating understanding of specific design issues.

Each of these questions asks candidates to

- comment on the artist's/designer's methods or approach and/or their use of specific elements in the artwork/design shown
- give their opinion on a specific aspect of the work, justifying their opinions.

One mark should be awarded for each relevant, justified point, which answers the question up to a **maximum of 10 marks**. Markers should follow the specific marking guidance for each aspect of the questions provided in the table.

Marks should not be awarded for mere descriptive comments. To gain marks, candidates must develop or justify points made.

Substantiated comments and valid, justified personal opinions relating to the question should be rewarded. These opinions can be either positive or negative.

If a candidate answers more than one optional question in either section of the question paper, the answers should be marked and the response that gains the highest marks should be recorded.

## Marking instructions for each question

### Section 1 – Expressive Art Studies

| Question                                                                                                                                                                             | Specific marking instructions |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Max mark                                                                                                                                                                             |   |                                                                                                                                              |   |                                                                                                                                               |   |                                                                                                                                                            |   |   |
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| All candidates will answer this question.                                                                                                                                            |                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                      |   |                                                                                                                                              |   |                                                                                                                                               |   |                                                                                                                                                            |   |   |
| 1.                                                                                                                                                                                   | (a)                           | <p>Candidates are expected to demonstrate their knowledge and understanding with reference to <b>two</b> specific artworks.</p> <p>The <b>two</b> selected examples of artwork should clearly contain similar subject matter or be based on the same theme, eg two portraits, two still life paintings with similar objects, two coastal landscapes, two works based on war, fantasy, dance, etc.</p> <p>Candidates' responses can be credited in a number of ways.</p> <p>Candidates are asked to identify and comment on two selected artworks referring to:</p> <ul style="list-style-type: none"><li>• composition/arrangement</li><li>• colour</li><li>• mood and atmosphere.</li></ul> <p>Candidates' answers might include commenting on:</p> <ul style="list-style-type: none"><li>• the composition/arrangement and the effect on the works</li><li>• the artists' use of colour for expressive effect and how this has been achieved</li><li>• the mood and atmosphere of the work and how this has been achieved <b>any other justified comments</b>.</li></ul> <p>Candidates may refer to a diverse range of artworks. The table below gives examples of points which would gain marks.</p> <table><tr><td><b>Composition/arrangement</b><br/>The focal point is the blue bottle because it is the tallest object and the artist has placed it in the centre which draws the viewer's attention.</td><td>1</td></tr><tr><td><b>Colour</b><br/>Picasso has used unrealistic colours, including green, yellow and purple to paint her face which give an expressive effect.</td><td>1</td></tr><tr><td><b>Mood and atmosphere</b><br/>The painting has a happy mood because bright, vibrant colours have been used in the patterns in the background.</td><td>1</td></tr></table> <p><b>A maximum of 2 marks</b> is available for which of the artworks is most appealing with <b>two</b> justified reasons.</p> <p>The table below gives an example of a point which would gain a mark.</p> <table><tr><td><b>Most appealing</b><br/>I think that the Ralph Goings painting is most appealing because of the attention to detail that makes it look like a photograph.</td><td>1</td></tr></table> <p>Marks should not be awarded for repeating earlier points if these points have not been developed in any way.</p> | <b>Composition/arrangement</b><br>The focal point is the blue bottle because it is the tallest object and the artist has placed it in the centre which draws the viewer's attention. | 1 | <b>Colour</b><br>Picasso has used unrealistic colours, including green, yellow and purple to paint her face which give an expressive effect. | 1 | <b>Mood and atmosphere</b><br>The painting has a happy mood because bright, vibrant colours have been used in the patterns in the background. | 1 | <b>Most appealing</b><br>I think that the Ralph Goings painting is most appealing because of the attention to detail that makes it look like a photograph. | 1 | 8 |
| <b>Composition/arrangement</b><br>The focal point is the blue bottle because it is the tallest object and the artist has placed it in the centre which draws the viewer's attention. | 1                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                      |   |                                                                                                                                              |   |                                                                                                                                               |   |                                                                                                                                                            |   |   |
| <b>Colour</b><br>Picasso has used unrealistic colours, including green, yellow and purple to paint her face which give an expressive effect.                                         | 1                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                      |   |                                                                                                                                              |   |                                                                                                                                               |   |                                                                                                                                                            |   |   |
| <b>Mood and atmosphere</b><br>The painting has a happy mood because bright, vibrant colours have been used in the patterns in the background.                                        | 1                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                      |   |                                                                                                                                              |   |                                                                                                                                               |   |                                                                                                                                                            |   |   |
| <b>Most appealing</b><br>I think that the Ralph Goings painting is most appealing because of the attention to detail that makes it look like a photograph.                           | 1                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                      |   |                                                                                                                                              |   |                                                                                                                                               |   |                                                                                                                                                            |   |   |
|                                                                                                                                                                                      |                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 2                                                                                                                                                                                    |   |                                                                                                                                              |   |                                                                                                                                               |   |                                                                                                                                                            |   |   |

| Question                                                                                                                                                                   |      | Specific marking instructions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Max mark |      |        |                                               |   |                                                                                      |                                                         |   |                                                 |                                                                                           |   |                                                                                                                          |                                                                                                                                                                            |   |                                                                                                                                                                                                                                           |   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|------|--------|-----------------------------------------------|---|--------------------------------------------------------------------------------------|---------------------------------------------------------|---|-------------------------------------------------|-------------------------------------------------------------------------------------------|---|--------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
|                                                                                                                                                                            | (b)  | <p>Candidates' responses can be credited up to a <b>maximum of 5 marks</b>. This question asks candidates to select one artist from part (a).</p> <p><b>Identify two influences</b> on this artist and describe how these influences can be seen in <b>any</b> of their work.</p> <p>Marks should be allocated as follows:</p> <ul style="list-style-type: none"><li>• <b>1 mark</b> should be given for each specific correct influence identified, up to a <b>maximum of 2 marks</b>.</li><li>• <b>1 mark</b> should be given for each clear description of how the influences identified can be seen in any of the artist's work up to a <b>maximum of 2 marks</b>.</li></ul> <p><b>One additional mark</b> should be given up to a <b>maximum of 5 marks</b> in total for:</p> <ul style="list-style-type: none"><li>• a further developed point which gives additional detail on how one particular influence is seen in the artist's work.</li></ul> <p><b>OR</b></p> <ul style="list-style-type: none"><li>• a further point describing another way one particular influence is seen in the artist's work.</li></ul> <p>The table below gives examples:</p> <table><tr><th>Response</th><th>Mark</th><th>Reason</th></tr><tr><td>Peploe was influenced by some French artists.</td><td>0</td><td>While correct, this is not specific enough and does not show the knowledge expected.</td></tr><tr><td>Peploe visited France and was influenced by the Fauves.</td><td>1</td><td>A specific and correct influence is identified.</td></tr><tr><td>Peploe visited France and was influenced by the Fauves. This made him use bright colours.</td><td>1</td><td>A specific and correct influence is identified, but the way in which the influence can be seen in the work is too vague.</td></tr><tr><td>Peploe visited France and was influenced by the Fauves. This made him use bright colours which can be seen in his still life paintings of tulips and roses from the 1920s.</td><td>2</td><td>A specific and correct influence is identified. <b>(1 mark)</b><br/>A clear description of how the influence can be seen in an aspect of the work (colour palette) is described with reference to a specific body of work. <b>(1 mark)</b></td></tr></table> | Response | Mark | Reason | Peploe was influenced by some French artists. | 0 | While correct, this is not specific enough and does not show the knowledge expected. | Peploe visited France and was influenced by the Fauves. | 1 | A specific and correct influence is identified. | Peploe visited France and was influenced by the Fauves. This made him use bright colours. | 1 | A specific and correct influence is identified, but the way in which the influence can be seen in the work is too vague. | Peploe visited France and was influenced by the Fauves. This made him use bright colours which can be seen in his still life paintings of tulips and roses from the 1920s. | 2 | A specific and correct influence is identified. <b>(1 mark)</b><br>A clear description of how the influence can be seen in an aspect of the work (colour palette) is described with reference to a specific body of work. <b>(1 mark)</b> | 5 |
| Response                                                                                                                                                                   | Mark | Reason                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |          |      |        |                                               |   |                                                                                      |                                                         |   |                                                 |                                                                                           |   |                                                                                                                          |                                                                                                                                                                            |   |                                                                                                                                                                                                                                           |   |
| Peploe was influenced by some French artists.                                                                                                                              | 0    | While correct, this is not specific enough and does not show the knowledge expected.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |          |      |        |                                               |   |                                                                                      |                                                         |   |                                                 |                                                                                           |   |                                                                                                                          |                                                                                                                                                                            |   |                                                                                                                                                                                                                                           |   |
| Peploe visited France and was influenced by the Fauves.                                                                                                                    | 1    | A specific and correct influence is identified.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |          |      |        |                                               |   |                                                                                      |                                                         |   |                                                 |                                                                                           |   |                                                                                                                          |                                                                                                                                                                            |   |                                                                                                                                                                                                                                           |   |
| Peploe visited France and was influenced by the Fauves. This made him use bright colours.                                                                                  | 1    | A specific and correct influence is identified, but the way in which the influence can be seen in the work is too vague.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |          |      |        |                                               |   |                                                                                      |                                                         |   |                                                 |                                                                                           |   |                                                                                                                          |                                                                                                                                                                            |   |                                                                                                                                                                                                                                           |   |
| Peploe visited France and was influenced by the Fauves. This made him use bright colours which can be seen in his still life paintings of tulips and roses from the 1920s. | 2    | A specific and correct influence is identified. <b>(1 mark)</b><br>A clear description of how the influence can be seen in an aspect of the work (colour palette) is described with reference to a specific body of work. <b>(1 mark)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |          |      |        |                                               |   |                                                                                      |                                                         |   |                                                 |                                                                                           |   |                                                                                                                          |                                                                                                                                                                            |   |                                                                                                                                                                                                                                           |   |

| Question |  |  | Specific marking instructions                                                                                                                                                                                                                                                                                                                         |             |                                                                                                                                                                                                                                                                                                                                        | Max mark |
|----------|--|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
|          |  |  | <b>Response</b>                                                                                                                                                                                                                                                                                                                                       | <b>Mark</b> | <b>Reason</b>                                                                                                                                                                                                                                                                                                                          |          |
|          |  |  | Peploe visited France and was influenced by the Fauves. This made him use bright colours which can be seen in his still life paintings of tulips and roses from the 1920s. This was different from the style of his earlier work, which can be seen in 'The Black Bottle' which has realistic colours and a dark background.                          | 3           | A specific and correct influence is identified. (1 mark)<br>A clear description of how the influence can be seen in an aspect of the work (colour palette) is described with reference to a specific body of work. (1 mark)<br>The point is developed by describing the contrast with the style of the artist's earlier work. (1 mark) |          |
|          |  |  | Peploe visited France and was influenced by the Fauves. This made him use bright colours which can be seen in his still life paintings of tulips and roses from the 1920s. The influence of the Fauves can also be seen in his landscapes of Iona, as these have much more vibrant exaggerated colours than expected in Scottish landscape paintings. | 3           | A specific and correct influence is identified. (1 mark)<br>A clear description of how the influence can be seen in an aspect of the work (colour palette) is described with reference to a specific body of work. (1 mark)<br>A further point is made describing the effect of the Fauve influence on another body of work. (1 mark)  |          |
|          |  |  | Otto Dix was influenced by World War I. This can be seen in the subject matter of dead soldiers in Trench Warfare which shows the horror of his experience.                                                                                                                                                                                           | 2           | A specific and correct influence is identified. (1 mark)<br>A clear description of how the influence can be seen in the subject matter is described. (1 mark)                                                                                                                                                                          |          |
|          |  |  | Otto Dix was influenced by World War I. This can be seen in the subject matter of dead soldiers in Trench Warfare which shows the horror of his experience. The painting features a battlefield and shows the death and decay caused by war.                                                                                                          | 3           | A specific and correct influence is identified. (1 mark)<br>A clear description of how the influence can be seen in the subject matter is described. (1 mark)<br>A developed point is made describing the setting and what it communicates about the influence of war. (1 mark)                                                        |          |

| Question |  |  | Specific marking instructions                                                                                                                                                                                                                                                      |             |                                                                                                                                                                                                                                                                               | Max mark |
|----------|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
|          |  |  | <b>Response</b>                                                                                                                                                                                                                                                                    | <b>Mark</b> | <b>Reason</b>                                                                                                                                                                                                                                                                 |          |
|          |  |  | Joan Eardley was influenced by child poverty in the Gorbals. She often gave them snacks and drinks so that they would sit for her while she made sketches from life.                                                                                                               | <b>2</b>    | A specific and correct influence is identified. <b>(1 mark)</b><br>A clear description of how the influence can be seen in a particular body of work is described. <b>(1 mark)</b>                                                                                            |          |
|          |  |  | Joan Eardley was influenced by child poverty in the Gorbals. She often gave them snacks and drinks so that they would sit for her while she sketched them from life. The Samson sisters were among the children who visited, and they feature in a lot of her work from this time. | <b>3</b>    | A specific and correct influence is identified. <b>(1 mark)</b><br>A clear description of how the influence can be seen a particular body of work is described. <b>(1 mark)</b><br>A developed point describes how a particular family were used as subjects. <b>(1 mark)</b> |          |
|          |  |  | Picasso was influenced by Cezanne's use of distorted perspective. This can be seen in his Cubist paintings, which show multiple viewpoints.                                                                                                                                        | <b>2</b>    | A specific and correct influence is identified. <b>(1 mark)</b><br>A clear description of how the influence can be seen a particular body of work is described. <b>(1 mark)</b>                                                                                               |          |
|          |  |  | Picasso was influenced by Cezanne's use of distorted perspective. This can be seen in his Cubist paintings, which show multiple viewpoints. In Picasso's work the effect is more exaggerated as he breaks up the objects into shapes.                                              | <b>3</b>    | A specific and correct influence is identified. <b>(1 mark)</b><br>A clear description of how the influence can be seen a particular body of work is described. <b>(1 mark)</b><br>A developed point is made describing the difference in Picasso's approach. <b>(1 mark)</b> |          |
|          |  |  | Elizabeth Blackadder's work is influenced by her travels. This can be seen in the way she often includes objects, like Japanese fans and ceramic pots, that she has collected in her compositions.                                                                                 | <b>2</b>    | A specific and correct influence is identified <b>(1 mark)</b> .<br>A clear description is given of how the influence can be seen in the artist's work in general. <b>(1 mark)</b>                                                                                            |          |

| Question                                                                                                                                                                                                                                                                                                                                                       |      |                                                                                                                                                                                                                                                                  | Specific marking instructions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |          |      | Max mark |                                                                                                                                                                                                                                                                                               |   |                                                                                                                                                                                                                                                                  |                                                                                                                                                                                           |   |                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                |   |                                                                                                                                                                                                                                                  |  |  |
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|                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  | <table><tr><td><b>Line</b></td><td><ul style="list-style-type: none"><li>the use of horizontal and vertical lines suggests depth and perspective in the structure of the greenhouse</li><li>line is used to form a geometric frame around the figure creating a focal point</li><li>vertical and horizontal lines help guide you around the greenhouse</li><li>bold use of line around the outside of the greenhouse separates sky and structure</li><li>the organic lines in the plants contrast with the geometric lines of the greenhouse</li><li><b>any other justified comments regarding line.</b></li></ul></td></tr></table> <p><b>A maximum of 2 marks</b> may be awarded for giving justified personal opinion on the visual impact of this painting.</p> <p><b>1 mark</b> should be awarded for each relevant point made up to the <b>maximum of 2 marks</b> in total.</p> <p>The table below gives examples of points which would gain marks.</p> <table><tr><td><b>Personal opinion on the visual impact of this painting</b></td><td><ul style="list-style-type: none"><li>the use of vivid bright colours contrasting with a night sky achieves a striking effect</li><li>the photorealistic style creates strong visual impact</li><li>the contrast of the night sky and the illuminated light in the greenhouse creates visual impact</li><li>the high level of detail used to achieve reflections in the glass creates visual impact</li><li>the silhouette of the frame contrasted against the lantern and the contents of the greenhouse achieves a strong visual impact</li><li><b>any other justified opinions regarding the visual impact of this painting.</b></li></ul></td></tr></table> | <b>Line</b> | <ul style="list-style-type: none"><li>the use of horizontal and vertical lines suggests depth and perspective in the structure of the greenhouse</li><li>line is used to form a geometric frame around the figure creating a focal point</li><li>vertical and horizontal lines help guide you around the greenhouse</li><li>bold use of line around the outside of the greenhouse separates sky and structure</li><li>the organic lines in the plants contrast with the geometric lines of the greenhouse</li><li><b>any other justified comments regarding line.</b></li></ul> | <b>Personal opinion on the visual impact of this painting</b> | <ul style="list-style-type: none"><li>the use of vivid bright colours contrasting with a night sky achieves a striking effect</li><li>the photorealistic style creates strong visual impact</li><li>the contrast of the night sky and the illuminated light in the greenhouse creates visual impact</li><li>the high level of detail used to achieve reflections in the glass creates visual impact</li><li>the silhouette of the frame contrasted against the lantern and the contents of the greenhouse achieves a strong visual impact</li><li><b>any other justified opinions regarding the visual impact of this painting.</b></li></ul> | 2 |
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| Question                                                               | Specific marking instructions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Max marks             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |   |
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| Optional question – candidates select one from questions 2, 3, 4, 5, 6 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |   |
| 6.                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>Candidates’ responses can be credited in a number of ways up to a <b>maximum of 10 marks</b>.</p> <p>This question asks candidates to:</p> <ul style="list-style-type: none"><li>comment on this sculpture, referring to <b>subject matter, materials and/or techniques</b> and <b>pose and facial expression</b></li><li>give their opinion on the success of this sculpture, with <b>two</b> justified reasons.</li></ul> <p>Marks can be awarded for relevant substantiated comments or points relating to the artist’s use of <b>subject matter, materials and/or techniques</b> and <b>pose and facial expression</b>.</p> <p><b>1 mark</b> should be awarded for each relevant point made up to the <b>maximum of 8 marks</b> in total.</p> <p>The table below gives examples of points which would gain marks.</p> <table><tr><td><b>Subject matter</b></td><td><ul style="list-style-type: none"><li>the scale of the subject matter is life-size, making them look like real people</li><li>the subject matter is two couples in conversation, giving a snapshot of life in the park</li><li>the clothing, such as the tucked-in shirts and jeans and boots, shows the fashion of the time when the sculptures were created</li><li>the subject matter is realistic, as seen in the detail of the clothing and shoes</li><li>the subject matter relates to the title with two couples in a relaxed everyday environment</li><li><b>any other justified comments regarding subject matter.</b></li></ul></td></tr><tr><td><b>Materials and/or techniques</b></td><td><ul style="list-style-type: none"><li>the use of white paint against the natural setting draws attention to the sculptures</li><li>the use of bronze will make the sculptures heavy and hard to remove</li><li>bronze is a traditional material for public sculptures, but this is different due to the white paint</li><li>it is difficult to cast bronze which makes the smaller details such as eyes, ears and hair texture harder to achieve</li><li>the white paint may need to be reapplied to maintain the sculptures as they can become discoloured</li><li><b>any other justified comments regarding materials and/or techniques</b></li></ul></td></tr></table> | <b>Subject matter</b> | <ul style="list-style-type: none"><li>the scale of the subject matter is life-size, making them look like real people</li><li>the subject matter is two couples in conversation, giving a snapshot of life in the park</li><li>the clothing, such as the tucked-in shirts and jeans and boots, shows the fashion of the time when the sculptures were created</li><li>the subject matter is realistic, as seen in the detail of the clothing and shoes</li><li>the subject matter relates to the title with two couples in a relaxed everyday environment</li><li><b>any other justified comments regarding subject matter.</b></li></ul> | <b>Materials and/or techniques</b> | <ul style="list-style-type: none"><li>the use of white paint against the natural setting draws attention to the sculptures</li><li>the use of bronze will make the sculptures heavy and hard to remove</li><li>bronze is a traditional material for public sculptures, but this is different due to the white paint</li><li>it is difficult to cast bronze which makes the smaller details such as eyes, ears and hair texture harder to achieve</li><li>the white paint may need to be reapplied to maintain the sculptures as they can become discoloured</li><li><b>any other justified comments regarding materials and/or techniques</b></li></ul> | 8 |
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## SECTION 2 – Design studies

| Question                                                                                                                                                                          |     | Specific marking instructions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                           | Max mark |                                                                                                                                                                                   |   |                                                                                                                                                                              |   |                                                                                                                                                                           |   |   |
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| All candidates will answer this question.                                                                                                                                         |     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                           |          |                                                                                                                                                                                   |   |                                                                                                                                                                              |   |                                                                                                                                                                           |   |   |
| 7.                                                                                                                                                                                | (a) | <p>Candidates are expected to demonstrate their knowledge and understanding with reference to <b>two</b> specific designs.</p> <p>The two selected designs should be from the same design area, for example two posters, two products with similar functions, two buildings, two neckpieces, two theatrical costumes etc.</p> <p>Candidates' responses can be credited in a number of ways.</p> <p>Candidates are asked to identify and comment on two selected designs referring to:</p> <ul style="list-style-type: none"><li>• function</li><li>• materials and/or techniques</li><li>• visual impact.</li></ul> <p>Candidates' answers might include commenting on:</p> <ul style="list-style-type: none"><li>• what way the designers' consideration of function has affected the designs' purpose</li><li>• materials and/or techniques and their effect on the designs'</li><li>• visual impact and how it has been considered by the designer</li><li>• <b>any other justified comments.</b></li></ul> <p>Candidates may refer to a diverse range of design works. The table below gives examples of points which would gain marks.</p> <table><tr><td><b>Function</b><br/>Nord Express is designed to encourage people to travel as the imagery creates a sense of speed through the use of leading lines.</td><td>1</td></tr><tr><td><b>Materials and/or techniques</b><br/>Mucha used colour lithography which was a print process, as this allowed multiple copies of the poster to be made to reach a wide audience.</td><td>1</td></tr><tr><td><b>Visual impact</b><br/>The Riverside Museum has great visual impact because it has an unusual geometric form. This can be seen in the jagged roof which makes it stand out.</td><td>1</td></tr></table> <p><b>A maximum of 2 marks</b> is available for giving an opinion on which of the designs is most successful with <b>two</b> justified reasons.</p> <p>The table below gives an example of a point which would gain a mark.</p> <table><tr><td><b>Most successful</b><br/>The Cassandre poster is most successful because it communicates a clear message that it is about travel because of the large image of the ship.</td><td>1</td></tr></table> <p>Marks should not be awarded for repeating earlier points if these points have not been developed in any way.</p> | <b>Function</b><br>Nord Express is designed to encourage people to travel as the imagery creates a sense of speed through the use of leading lines.                       | 1        | <b>Materials and/or techniques</b><br>Mucha used colour lithography which was a print process, as this allowed multiple copies of the poster to be made to reach a wide audience. | 1 | <b>Visual impact</b><br>The Riverside Museum has great visual impact because it has an unusual geometric form. This can be seen in the jagged roof which makes it stand out. | 1 | <b>Most successful</b><br>The Cassandre poster is most successful because it communicates a clear message that it is about travel because of the large image of the ship. | 1 | 8 |
| <b>Function</b><br>Nord Express is designed to encourage people to travel as the imagery creates a sense of speed through the use of leading lines.                               | 1   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                           |          |                                                                                                                                                                                   |   |                                                                                                                                                                              |   |                                                                                                                                                                           |   |   |
| <b>Materials and/or techniques</b><br>Mucha used colour lithography which was a print process, as this allowed multiple copies of the poster to be made to reach a wide audience. | 1   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                           |          |                                                                                                                                                                                   |   |                                                                                                                                                                              |   |                                                                                                                                                                           |   |   |
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| <b>Most successful</b><br>The Cassandre poster is most successful because it communicates a clear message that it is about travel because of the large image of the ship.         | 1   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                           |          |                                                                                                                                                                                   |   |                                                                                                                                                                              |   |                                                                                                                                                                           |   |   |

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|                                                                                                                                                                                                                                                                       | (b)  | <p>Candidates' responses can be credited up to a <b>maximum of 5 marks</b>. This question asks candidates to select one designer from part (a).</p> <p><b>Identify two influences</b> on this designer and describe how these influences can be seen in <b>any</b> of their work.</p> <p>Marks should be allocated as follows:</p> <p><b>1 mark</b> should be given for each specific correct influence identified, up to a <b>maximum of 2 marks</b>.</p> <p><b>1 mark</b> should be given for each clear description of how the influences identified can be seen in any of the designer's work up to a <b>maximum of 2 marks</b>.</p> <p><b>One additional mark</b> should be given up to a <b>maximum of 5 marks</b> in total for:</p> <ul style="list-style-type: none"><li>• a further developed point which gives additional detail on how one particular influence is seen in the designer's work.</li></ul> <p><b>OR</b></p> <ul style="list-style-type: none"><li>• a further point describing another way one particular influence is seen in the designer's work.</li></ul> <p>The table below gives examples of points which would gain marks.</p> <table><tr><th>Response</th><th>Mark</th><th>Reason</th></tr><tr><td>William Morris was influenced by events that were happening at the time he lived.</td><td>0</td><td>This is not specific enough and does not show the level of knowledge expected.</td></tr><tr><td>William Morris was influenced by the Industrial Revolution</td><td>1</td><td>A specific and correct influence is identified.</td></tr><tr><td>William Morris was influenced by the Industrial Revolution. This led him to do mass-production so he was able to make lots of products cheaply, as he wanted them to be affordable to everyone.</td><td>1</td><td>A specific and correct influence is identified, but the way in which the influence can be seen in the work is factually incorrect.</td></tr><tr><td>William Morris was influenced by the Industrial Revolution. He reacted against factory mass-produced designs by using hand-crafted techniques to produce his own textile designs.</td><td>2</td><td>A specific and correct influence is identified. <b>(1 mark)</b><br/>A clear description of how the influence can be seen in the designer's work (the production method) is given. <b>(1 mark)</b></td></tr><tr><td>William Morris was influenced by the Industrial Revolution. He reacted against factory mass-produced designs by using hand-crafted techniques to produce his own textile designs. He used older techniques, such as using traditional vegetable dyes in his textiles.</td><td>3</td><td>A specific and correct influence is identified. <b>(1 mark)</b><br/>A clear description of how the influence can be seen in the designer's work (the production method) is given. <b>(1 mark)</b><br/>An additional point gives further detail on the techniques Morris used. <b>(1 mark)</b></td></tr></table> | Response | Mark | Reason | William Morris was influenced by events that were happening at the time he lived. | 0 | This is not specific enough and does not show the level of knowledge expected. | William Morris was influenced by the Industrial Revolution | 1 | A specific and correct influence is identified. | William Morris was influenced by the Industrial Revolution. This led him to do mass-production so he was able to make lots of products cheaply, as he wanted them to be affordable to everyone. | 1 | A specific and correct influence is identified, but the way in which the influence can be seen in the work is factually incorrect. | William Morris was influenced by the Industrial Revolution. He reacted against factory mass-produced designs by using hand-crafted techniques to produce his own textile designs. | 2 | A specific and correct influence is identified. <b>(1 mark)</b><br>A clear description of how the influence can be seen in the designer's work (the production method) is given. <b>(1 mark)</b> | William Morris was influenced by the Industrial Revolution. He reacted against factory mass-produced designs by using hand-crafted techniques to produce his own textile designs. He used older techniques, such as using traditional vegetable dyes in his textiles. | 3 | A specific and correct influence is identified. <b>(1 mark)</b><br>A clear description of how the influence can be seen in the designer's work (the production method) is given. <b>(1 mark)</b><br>An additional point gives further detail on the techniques Morris used. <b>(1 mark)</b> | 5 |
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| <b>Personal opinion on the visual impact of this hotel</b> | <ul style="list-style-type: none"><li>• the hotel creates visual impact due to its size and height compared to the other buildings around it</li><li>• the white aluminium frame adds visual impact as it stands out against the surrounding buildings</li><li>• the red wall contrasts with the neutral colours of the lobby which creates visual impact</li><li>• visual impact is created by the holes in the middle of the building which is an unusual design choice</li><li>• the lobby looks visually striking due to the height and/or unusual forms above the doors</li><li>• <b>any other justified opinions on the visual impact of this hotel.</b></li></ul>                                                                                   |  |                                                                                                                                                                                                           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similar style with a collection of objects</li><li>it could be inspired by bubbles due to the spherical form and transparent material</li><li>the designer could have taken inspiration from thoughts or dreams as the spheres look like thought bubbles with ‘thoughts’ inside</li><li>the necklace could be inspired by the toy machines that have toys inside a plastic ball</li><li>it could be inspired by the designer Nora Fok due to the similar spherical forms used in the necklace</li><li>the necklace could be inspired by a collection of colourful balloons and/or bath bombs as the spheres look like they are floating</li><li><b>any other justified comments regarding sources of inspiration.</b></li></ul></td></tr><tr><td><b>Materials and/or techniques</b></td><td><ul style="list-style-type: none"><li>polyester is a lightweight material making the necklace light and easy to wear despite the size</li><li>the translucent material used for the spheres allows you to see objects inside</li><li>the 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| Question                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  | Specific marking instructions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Max marks            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |   |
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|                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  | <table><tr><td><b>Target market</b></td><td><ul style="list-style-type: none"><li>explorers and mountain climbers as they will need the high level of protection given by this suit</li><li>the brand is expensive so would be bought by people serious about their activities with the ability to afford the outfit</li><li>skiers or snowboarders who need warmth when outside for long periods of time</li><li>emergency workers in mountainous regions who spend a lot of time outdoors and need protection from the elements</li><li>this suit would also be suitable for emergency workers carrying out search and rescue work due to the bright colour standing out against the landscape</li><li>customers who know The North Face as a brand and buy their other items of clothing because they like the quality</li><li><b>any other justified comments regarding target market.</b></li></ul></td></tr></table> <p>A maximum of 2 marks may be awarded for giving justified personal opinions on the effectiveness of the one-piece suit.</p> <p>1 mark should be awarded for each relevant point made up to the maximum of 2 marks in total.</p> <p>The table below gives examples of points which would gain marks.</p> <table><tr><td><b>Personal opinion on the effectiveness of the one-piece suit</b></td><td><ul style="list-style-type: none"><li>the one-piece suit would retain more heat as there isn't a gap between 2 items of clothing (like a separate top and trousers)</li><li>the high neck and hood is effective in protecting the wearers face from the elements</li><li>the fitted cuffs around the wrists keep the snow/wet/wind out and your arms dry and warm</li><li>the outlet for cables on the front of the suit allow headphones to be connected to a device without exposing it to the elements</li><li><b>any other justified opinions on the effectiveness of the one-piece suit.</b></li></ul></td></tr></table> | <b>Target market</b> | <ul style="list-style-type: none"><li>explorers and mountain climbers as they will need the high level of protection given by this suit</li><li>the brand is expensive so would be bought by people serious about their activities with the ability to afford the outfit</li><li>skiers or snowboarders who need warmth when outside for long periods of time</li><li>emergency workers in mountainous regions who spend a lot of time outdoors and need protection from the elements</li><li>this suit would also be suitable for emergency workers carrying out search and rescue work due to the bright colour standing out against the landscape</li><li>customers who know The North Face as a brand and buy their other items of clothing because they like the quality</li><li><b>any other justified comments regarding target market.</b></li></ul> | <b>Personal opinion on the effectiveness of the one-piece suit</b> | <ul style="list-style-type: none"><li>the one-piece suit would retain more heat as there isn't a gap between 2 items of clothing (like a separate top and trousers)</li><li>the high neck and hood is effective in protecting the wearers face from the elements</li><li>the fitted cuffs around the wrists keep the snow/wet/wind out and your arms dry and warm</li><li>the outlet for cables on the front of the suit allow headphones to be connected to a device without exposing it to the elements</li><li><b>any other justified opinions on the effectiveness of the one-piece suit.</b></li></ul> | 2 |
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[END OF MARKING INSTRUCTIONS]